

***The Hampton Normal and Agri-
cultural Institute and its Work
for Negro and Indian Youth***

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1899

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AND ITS WORK FOR

NEGRO AND INDIAN YOUTH

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THE HAMPTON NORMAL AND AGRICULTURAL INSTITUTE.

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Its Growth BEGINNING in 1868 with two teachers and
1868-1898 fifteen students in the old barracks left by the civil war, the Hampton School has grown, until at the beginning of the present year there were on the grounds 1,000 students. Of these, 135 are Indians, representing ten States and territories; 390 are children coming from the immediate neighborhood, who are instructed in the Whittier Primary School. There are 610 boarders,—385 boys and 225 girls. Of the 80 officers, teachers, and assistants, about one-half are in the industrial departments.

Instead of the old barracks, there are now over fifty-five buildings, including dormitories, academic and science buildings, a large trade school, domestic science and agricultural buildings, a beautiful church, a large saw-mill and

shops where students help to earn their board and clothes, and receive instruction in blacksmithing, wheelwrighting, painting, house-building, cabinet-making, upholstery, shoemaking, tailoring, harness-making, printing, and engineering. Two large farms, with greenhouses, barns, and experiment stations, give employment to students and instruction in agriculture. The laundry, dining-rooms, kitchens, and sewing-rooms give employment to the girls; and in them they receive instruction in sewing, dressmaking, laundering, and other branches which fit them to instruct their people in these lines. All the domestic work of the place is performed by the students. The average age of the pupils is nineteen years.

In 1870 this institution was chartered by special act of the General Assembly of Virginia.

Control

It is not owned or controlled by State or Government, but by a board of seventeen trustees, representing different sections of the country and six religious denominations, no one of which has a majority. The more important matters of finance are referred to the Executive Committee of the Board, and all endowment funds are cared for by the Endowment Committee in New York City. All moneys for legacies are placed in the endowment, or, in rare cases, when unrestricted, used for permanent improvements. A Board of Curators is appointed by the Governor of Virginia to report to the State on the use of \$10,000, interest on one-third of the Land Scrip Fund

of Virginia, appropriated to the School toward the agricultural and military training of its students.

The Aim Twenty-five years ago the imperative need of the Negro was teachers in the country public schools of the South, who could show the people by example, as well as by precept, how to live, how to get land and build decent houses. This need still remains; but, with the improvement of the colored race, more thoroughly equipped teachers are necessary, not only for the public schools, but for the workshops, and for the industrial and agricultural schools that have started up all through the South and among the Indians of the West. To meet this need, Hampton provides an Academic Department with a corps of able teachers, mostly graduates of normal schools and colleges, who give thorough instruction in the English branches.

Academic Manual training is given to all the boys, and sewing, cooking, and bench work to the girls. Those of the boys who show aptitude for trades in the manual training classes can receive thorough instruction in the Trade

Trades School, a building costing \$50,000 and especially adapted to the work. Competent instruction in carpentry, wood-turning, cabinet-making, bricklaying, plastering, wheelwrighting, blacksmithing, painting, machine work, and mechanical drawing, carries students through a systematic course in their different departments, fitting them to be teachers of trades.

Chance is also given to do actual work in the sixteen productive industries on the school grounds.

Domestic Science Those of the girls who wish trades can be admitted into the Domestic Science Department, where they are trained to be teachers of sewing, cooking, and laundering, with an opportunity to do actual work in the School's laundry and kitchen.

Agriculture All students of the School receive instruction in agriculture; but those who wish to devote themselves especially to it can take a course in the Agricultural Department, with experiments in the laboratory and practical work upon the School's two farms.

Normal Those who wish to fit themselves to become teachers in the public schools, after graduation from the Academic Department, enter the Normal Department, where they receive instruction in methods of teaching and have practice in the Whittier Primary School, in which there are over three hundred children, with kindergarten and classes in cooking, gymnastics, and sloyd.

Discipline The boys are formed into a battalion under the Commandant of Cadets, a graduate of the School, from whom they receive military drill and gymnastic training. A United States officer from Fort Monroe assists in this work. The care of persons, quarters, and grounds, is largely under the care of the officers of the school battalion. The girls are simi-

larly organized under two teachers of gymnastics and their matrons.

Moral and Religious

The School is non-sectarian, but earnestly Christian. Careful instruction in the Bible is given by teachers representing different denominations. The Chaplain is assisted by the clergymen of Hampton in the religious work of the School.

Results

Six thousand young people of the Negro and Indian races have had the advantages of the School's training, and gone out as teachers, farmers, mechanics, and business men, to lift their people to a higher level. Nearly 1,000 have graduated from the School's Academic Department; and of these 90 per cent. have become teachers, generally in the public schools. Whole counties have been transformed by their work; homes, churches, and schools have been built, farms purchased, and the morals of the community greatly improved. Booker T. Washington, a graduate of Hampton, founded the Tuskegee School in Alabama; and over 40 other graduates have gone to help him in his work. Schools at Calhoun and Mount Meigs in Alabama, Kittrell in North Carolina, Lawrenceville and Gloucester in Virginia, are established on the Hampton plan, and carried on by graduates of the School. Under the teachers who have gone out from Hampton and its offshoots, more than 150,000 children have received instruction. Of the 500 Indians who have been trained at Hampton, 87 per cent. are en-

gaged as teachers, farmers, missionaries, and in other regular occupations. Twenty years ago Captain Pratt brought 15 prisoners of war from St. Augustine to Hampton, and remained there one year, bringing in the mean time other Indians from the West. So successful was that first experiment in industrial education that Carlisle School was established; and now hundreds of thousands of dollars, which were formerly devoted to fighting the Indians, are given by the government to training their children in industrial schools.

Hampton has given an impetus to industrial education among the Negroes which is felt in every State of the South. Still 75 per cent. of the race live in one-room cabins on rented land, in ignorance and poverty. Teachers of agriculture and home builders are needed.

There is danger that the blacks will lose the trades, which were their best heritage from slavery, unless industrial education is pushed. Young women well trained in domestic science must go out to reconstruct the homes.

The School now has a property worth over \$600,000, free from debt, and an endowment fund of over half a million. It receives aid through the State of Virginia for its agricultural work, and from the general government toward the board and clothes of Indians; but it is obliged to appeal to the public for \$80,000 a year.

The Slater Fund Board makes a generous yearly appro-

priation toward its Trade School and domestic science work, and help is received from the Peabody Fund; but the School depends for the large part of its yearly expenses upon charitable contributions.

Our colored students come largely from the country districts, where many of them have struggled to help their parents to purchase the little homes in which they live. They must have a chance to earn a large part of their board and clothes, for they can furnish but little money. To provide them with work is expensive, but vastly better than to give them direct aid.

The tuition of \$70, which provides the salaries of their academic, trade, and agricultural instructors, must be provided by Northern friends.

The board and clothes of our Indian pupils are provided by an annual appropriation of Congress, but \$70 scholarships are asked to provide their tuition. Scholarship letters

Scholarship Letters are written by those receiving aid to those who give it; and thus a personal relation is established, which is often of comfort and help to the donor and recipient. Every effort is made to keep from pauperizing students. The \$70 scholarship provides no more than is given by endowments to the sons of the wealthy in Northern colleges.

The North and South are working together for the Negro. The latter has given in taxation since 1870 about sixty millions of dollars, and the former in donations about

twenty millions. About a million a year now comes from the North and over three millions yearly from the Southern States for Negro schools. The South supports the free schools : the North maintains institutions for providing them with teachers.

Needs \$47,000 has been raised for the erection and equipment of the Armstrong and Slater Memorial Trade School Building, where 140 students are learning trades. The sum of \$5,000 is asked for its fuller equipment.

A year ago, a very complete building costing \$48,000, was given to the School for Domestic Science and Agricultural work. Its equipment has already cost \$5,000, and \$6,000 more will be needed to put it into good working order.

A new dormitory is needed for the boys, and an extension must be added to the girls' building.

Our library and library building must be enlarged. An addition costing \$10,000 with equipment must be added soon. Good books for travelling libraries to send to graduate teachers in the country districts are of great service.

The School's printing-press has been in constant use for more than twelve years. A new one must soon take its place.

The *Southern Workman*, a forty-page magazine, is printed monthly by the students at the School Press, and

contains valuable information in regard to Negroes and Indians. Subscription price, \$1.00 a year.

**General
Armstrong's
Message**

General Armstrong, the founder, and for twenty-five years the principal, of the School, gave his life to it. In a memorandum found with his will occur these words: "Hampton must not go down. See to it, you who are true to the black and red children of the land and to just ideas of education."

Gifts may be sent by check on any bank, by registered letter or postal order to Alexander Purves, Treasurer, Hampton, Va., or to the undersigned.

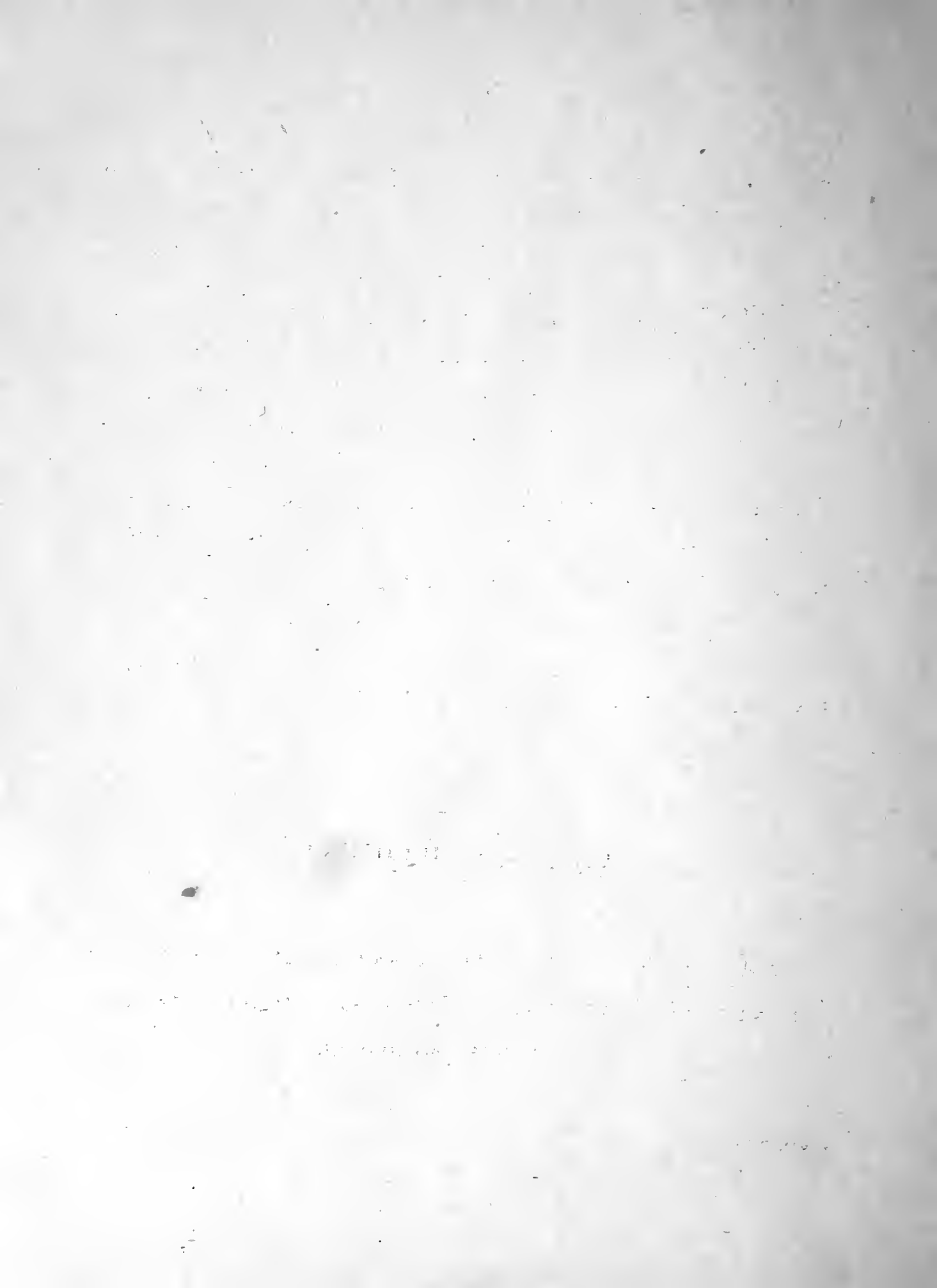
H. B. FRISSELL,

Principal.

HAMPTON, VA., Feb. 1, 1899.

FORM OF BEQUEST.

I give and devise to the Trustees of the Hampton Normal and Agricultural Institute at Hampton, Virginia, the sum of.....dollars, payable, etc.





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